

# Principals' Administrative Techniques And Effective School-Community Relations In Ahoda-East Local Government Area Rivers State, Nigera.

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## ABSTRACT

The study centers on principals' Administrative Techniques and effective school-community relation in Ahoda East Local Government Area of Rivers State. It is a correlational study. Four research question and three null hypotheses were formulated for this study. Relevant related works were reviewed for the purpose of study. Three hundred and fourteen teachers randomly selected and the principals of the fifteen government secondary school in Ahoda East Local Government Area represented the sample size. The principals' administrative techniques questionnaire was used to collect data for the study. Findings indicated that there is no significant difference between principals' administrative techniques and school community relations. Based on the findings made that : (1) seminars and workshops should be organized from time to time by the ministry of education for principals on administrative techniques. (ii) The ministry of education or schools board should constantly encourage the principals' by giving them incentives in the form of a award or in-service training for excellent performances (iii) The Government should also pay teachers' salaries on time to improve their productivity.

**Introduction.** There is an increasing public concern about the standard of education in this country, despite the huge government investment in it. It has been observed that output of the industry is not commensurate with the input. This is evidenced in the persistent allegation on standard of education as could be seen in the mass involvement in examination malpractices in WAEC and NECO examinations, coupled with mass failure in examinations, and with mass exodus of teachers to other fields of human endeavour.

Actually, the school organization is made up of individuals with various needs and expectations. This different individuals come into the organization with different attitudes, interest, needs and values, which may run contrary to the organizational objectives. The attainment of the school organizational objectives (goals) therefore, depends on the ability of the school principals in coordinating and creating a conducive and harmonious atmosphere among the human and material resources therein, that is to say that the principal like any other administrator of an organization, upholds a process of continuous striving for the total enhancement of the organization's status. Thus, goal achievement in the school setting entails achievement high academic performance of students, good administrative atmosphere, discipline, good conduct on the part of teachers and student alike, and students development of practical skills.

Secondary education according to the Federal Republic of Nigeria (2004) in its national policy on education is to provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious, ethnic background and culture. It has a diverse curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their elementary school course. Secondary school however is designed to equip students to live effectively in our modern age of Science and Technology including development of Nigeria culture, art and language as well as the cultural heritage. It has to raise a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour, and appreciate those values specified under the broad National aim, and life citizens. After secondary school, a student is supposed to foster Nigerian unity with an emphasis on the common ties that unite us in our diversity and inspire it students with a desire for achievement and self-improvement both at school and in later life.

Secondary education is also the period in which emphasis is shifted from the study of simpler tools of learning and literacy to the use of those tools in acquiring knowledge, interest, skills and appreciations in the various fields of human life. It is the stage of formal education extending from the study of basic tools of learning involving the first six years schooling, to the period of specialization at a college.

The period of secondary education is between the ages of 11 and 18 years. This period according to Ndu, (1976) falls within the period of adolescents, when the students are battling with some maturational problems which could be both physical and emotional. For the adolescent this is the period of rapid physical, emotional and intellectual growth and the changes associated with these growths usually give them a lot of concern. He is therefore highly emotional and worries about his appearance, chance of success in life, money, school work, health and social position. He believes he has a right to individualism and tends to reject authority so that he can develop and asset his own unique philosophy and demeanor and also experience personal achievement in something he thinks worthwhile. The work is a correlational research.

**Research Question 1:** To what extent do the Principals' Administrative Techniques affect the implementation of school community relation in the areas of community participation in the activities and affairs of the school.

**Table 1: Areas community participation in the affairs of the school.**

S/no.	Parameter	Total response value	Mean response	Remark
11.	Shows non-chalant and laissez-faire attitude when it come to staff and student problems and welfare.	747	2.27	Accepted
12.	Refuse to explain his actions and decision to members and always acts without group consultations.	813	2.47	''
13.	He maintains a lukewarm attitude toward staff problems despite community to be considerate with staff.	855	2.60	''
14.	Make group members know what is expected of them.	747	2.27	''
15.	Always willing to make change where necessary and does personal favours to members.	658	2.00	''
16.	Emphasize his group to follow standard rules and regulations.	921	2.80	''
17.	Our principal is friendly and approachable and regards each teacher as a professional colleague.	701	2.13	''
18.	Working with him/her makes our morale to be high	681	2.07	''
19.	He/she recognizes teachers' problem and feelings as they participate in decision-making process.	790	2.40	''
20.	The principal takes into consideration the wishes and suggestions of the teachers in decision-making process.	681	2.07	''

The statistic of the above table 1 reveals that principals relate well with the community. Principals find time to listen to community members and keep communication channels open at all times with a mean response of 2.27. A mean response of 2.47 from the respondents shows that the principals provide situations in which all can work co-operatively and respect individual community rights and privileges. Also mean responses of 2.60 supports the fact that most principals involve community in decision making on matters concerning them. Most principals

allow all staff to exercise leadership ability and recognize the leadership potentials of the staff with a mean response of 2.27. A mean response of exactly 2.00 indicates that most principals provide opportunity for professional growth and development for the staff and community members. Also most principals organize meetings regularly to keep the staff and community members informed of new developments from the ministry of board with a mean response of 2.80. Also, questionnaire item with serial numbers 17-20 are all obtainable in principal administrative techniques since they all have mean response not less than 2.00.

**Research Question 2:** To what extent do the principals' administrative techniques affect community response towards the dilapidated buildings for effective school community relations.

**Table 2: The extent to which the principals' administrative techniques affect community response towards dilapidated school building for effective school community relations.**

S/No	Parameter	Total response value	Mean response	Remark
21.	The principal is a carefree person and allows the teachers to do whatever they like in school.	89	0.27	Rejected
22.	The principal works without a laid down procedure.	155	0.47	„
23.	He/She adopts a nonchalant attitude when it comes to decision-making.	240	0.73	„
24.	The principal lacks a sense of direction when it comes to handling school programme.	174	0.53	„
25.	He/She does not care about new ideas and innovation	352	1.07	„
26.	Community members participate in school sport activities, do to the welcomed administrative techniques of the principal.	66	0.20	„
27.	The principal creates cordial relationship with the community which boasts moral standard in the school.	372	1.13	„
28.	Community development committee donates fund towards the development of	438	1.33	„

	school facilities.			
29.	Community and the school host cultural festivals in promoting good relationship.	197	0.60	„
30.	The principal's administrative techniques promotes policies of checks and balance that motivates community interest in participating in the affairs of the school.	132	0.40	„

The mean response of 0.27 in the above table 2 shows that most community members contribute towards renovation of dilapidated school buildings. The same is true for all the information with serial numbers 22-30 above since they have mean response below 2.00.

### Discussion of Findings

Based on the analysis of the data, the following findings were made;

1. The administrative techniques of the principal is dependent on individual differences. This was in affirmation with the null hypothesis ( $H_0$ ) that there is no significant difference between the principals administrative techniques on community participation in the activities of the school.
2. Principals in rural areas are community conscious than their urban counterparts. Likewise, rural communities show much concern for their schools than urban areas. The null hypothesis ( $H_0$ ) that, "there is no significant difference between principals administrative techniques on community support for high moral standard was rejected affirming that there is a significant relationship between acquisition of resource to aid teaching and learning, and the principals' administrative techniques.

### Summary of the work.

Teachers and principals alike play very important roles in the achievement of educational objectives. Hence, the need to investigate the relationship between principals' administrative techniques.

The population for the study consisted of all the fifteen secondary school principals and the one thousand and forty-seven teachers in government secondary school in Ahoada East Local Government Area of Rivers State. This gave a total population of one thousand and sixty-two persons (Appendix A).

The sample size included all the fifteen principals and thirty percent (30%) of the teachers in government secondary schools in Ahoada East Local Government Area of Rivers State. Three hundred and fourteen teachers represented the thirty percent of the total number of teachers. This gave a total sample of three hundred and twenty-nine teachers including principals. This sample size was selected through simple random sampling technique.

The reliability of the instrument was determined by finding the correlation coefficient of the two set of scores got from secondary schools in Ahoada West Local Government Area of Rivers State. Using Pearson Product Moment Correlation Coefficient the reliability was calculated as  $r = 0.99$ .

The data collected with the instrument (Questionnaire) was analysed by calculating the mean responses for the research questions and by using Chi-square.

From the study analysis, the following findings were made:

- i. That principals administrative techniques can mar or prosper school community relations.
- ii. That other factors like non-payment of principals' salaries on time and lack of commendation, from the Ministry of education or Schools Board can also result to ineffective school community relations.

**Conclusion:** We therefore conclude that there is a high relationship between principals administrative and effective school community relation. However, according to Ukeje (1986), there is no best administrative techniques and good leadership depends on the proper manipulation of situational variables such as:

- (i) Personality of the leader
- (ii) The situation characteristics

- (iii) The style flexibility which is the skill to be used in each situation
- (iv) Style resilience that is the ability to maintain an appropriate style under stress. Tonburns (1965) also supported this by saying that the awareness that there is no ideal or best techniques of leadership is the beginning of wisdom in leadership techniques.

#### **Educational implications of the findings.**

The educational implications of the findings of this study include the following:

- (i) If community members and teachers are dissatisfied as a result of the principals' administrative techniques, the community members and teachers are bound to transfer the aggression on students and staff thereby making the teaching-learning process unfavourable to the students.
- (ii) Also if the government or ministry of education fails to pay principals salaries on time or fail to commend them in any way, the principal may decide to embark on strike action thereby disrupting and extending the academic calendar which does not augur well for learning.

#### **Recommendations.**

Based on the findings of the study, the following recommendations are made:

- i. Seminars and workshops should be organized from time to time by the ministry of education for principals' administrative techniques. The need for eclectic or transactional administrative techniques should be emphasized.
- ii. Since the conditions of service enjoyed by the principals come from the ministry of education and not from the community members, the ministry of education or schools board should constantly encourage the principals by giving them incentives in the form of award or in-service training for excellent performance.
- iii. The government should also pay principals' salaries on time to avoid strike and reduce lack of effective school-community relations.

#### **Suggestions for further studies.**

In view of the limitations of this study, there is the need for further study on "principals' administrative techniques and students' performance in external examination like WAEC and NECO".

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